

Mount Archer State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mount Archer State School** from **14 to 16 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

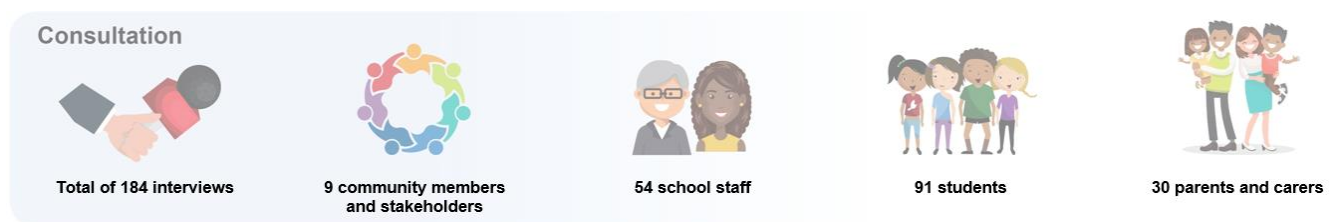
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Keith Graham	Internal reviewer, SRR (review chair)
Noel Baggs	Internal reviewer, SRR
Jo Diessel	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Darumbal We acknowledge the shared lands of the Darumbal nation and the Darumbal people of the Darumbal language region.
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	583
Indigenous enrolment percentage:	23%
Students with disability percentage:	20.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	931

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **3 to 5 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 947 and the school enrolment was 643 with an Indigenous enrolment of 18% and a student with disability enrolment of 9%.

The key improvement strategies recommended in the review are listed below.

- Maintain opportunities for members of the teaching team to engage in showcasing best practice, learn from each other and promote a self-evaluative culture focused on improving classroom teaching. (Domain 5)
- Use collaborative curriculum planning processes to deepen teacher knowledge of the AC, create engaging curriculum units and make decisions about teaching and learning aligned to student needs. (Domain 6)
- Review the school's pedagogical framework to ensure it clearly reflects agreed approaches for teaching and learning that are to be consistently implemented in all classrooms. (Domain 8)
- Work with school staff to clearly define the school's inclusive education practices to genuinely support a whole-school approach for students with disability and other students with diverse needs. (Domain 7)

2. Executive summary

2.1 Key affirmations

Staff value relationships with students and have a strong commitment to student learning.

Staff express a strong commitment to students at the school and speak positively of their pride in their students. They describe students as friendly, caring, happy and wanting to learn. There is a deep belief that every student is capable of successful learning. Students speak positively of their teachers and the opportunities provided for them to learn.

The school is being led on a strategic and planned journey of improvement.

The principal and school leaders are united in their efforts to lead the school. They have established an improvement agenda and developed a plan to move student outcomes forward. The leadership team works through a project-based model to help progress school improvement. The project model has allowed several different agenda items to be progressed simultaneously.

Diversity and an inclusive culture are embraced by staff and students.

Staff are proud and accepting of the various cultures and diversity within the school. The leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised some students require significant adjustments to their learning programs to achieve outcomes. Parents are viewed as key partners in the individual planning and reporting processes relating to student differentiation.

Engaging students through localised curriculum units, co-designed by staff, aligned to the Australian Curriculum (AC).

Leaders articulate the importance of high-quality curriculum delivery to support student academic improvement. They work with staff and are dedicated to providing an innovative, responsive and locally relevant curriculum that meets the individual needs of all students. Key staff have completed significant work to make the sequenced plan for curriculum delivery consistent for teaching and learning expectations across the year levels, and engaging for students.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively develop and consistently implement processes and protocols for communication and ways of working which are underpinned by respect, trust and professionalism.

Collaboratively build staff understanding and enactment of the expectations, standards and responses aligned to the whole school approach to supporting student behaviour.

Domain 6: Systematic curriculum delivery

Systematically enact the school's 'checks and balances' process to monitor alignment and enactment of the AC within each learning area and ensure the intended curriculum is the enacted curriculum.

Refine processes for moderating at multiple junctures, including at the end of the reporting period using assessment folios, to ensure consistency of teacher judgements.